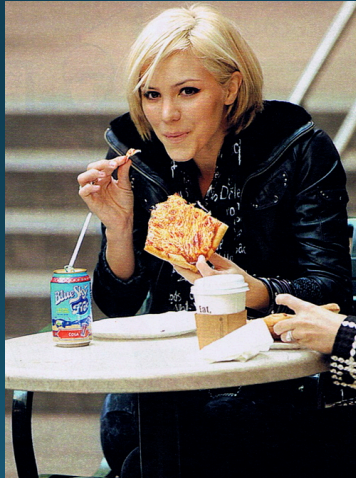
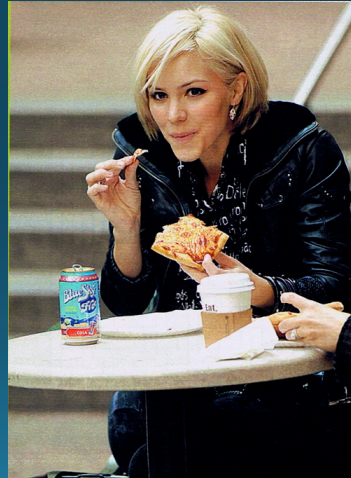


Teach Circumlocution

What's different?



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1

Ask questions



Laura Temil

2

Ask Questions



- Who?
- What?
- When?
- Where?
- Why?
- Which would?
- If....then?
- Who can?
- How did?



- In the text "right there" (text explicit)
- In my head "think and search" (text implicit)

Laura Temil

3

"Force" Elaboration

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



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4

“Force” Elaboration

Create a sentence that combines the ideas in both images.



1. but
2. **not**
3. never
4. and
5. because
6. then
7. always



Laura Temil

5

“Force” Elaboration

*What did you do
over the weekend?*

1. I wanted to...
2. I felt bad when...
3. I would have..., but...
4. I was glad that...
5. My parents insisted...
6. I was annoyed...
7. I didn't get to...



Find out what your partner did last night.
Ask a follow-up question to get more details.

Laura Temil

6

High Structure Conversations

Opinions

- What do you think about_____?
- In my opinion, _____.
- Well, you may be right, but_____.

What happened?

- Have you heard what happened to_____?
- Was it_____?
- Not only that, but_____.

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

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7

High Structure Conversations

The students work in pairs. They complete the statements in a logical fashion.

Looking Bad

- What happened to you, Bill? You look

- Well, Melissa, I_____and_____.
- Really, did you_____?
- Yes, and it_____

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

High Structure Conversations

In small groups, students are told to discuss a familiar topic. They are given no further instructions. Some possible themes:

- Mothers
- Fathers
- Grandmothers
- School
- Summer
- A person you admire
- It changed my life!

Use third
person observer.

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

High Structure Conversations

Overheard

In pairs or small groups, Students listen to ambiguous statements quoted by the teacher. They work the statement into a conversation or story suggested by the exclamation.

- ...and then he escaped through the window!
- ...no thanks, it has too many calories!
- ...two months in Europe? Incredible!
- ...oh, come on, it wasn't that bad."
- ...stop right there!
- ...that makes me sick!
- ...you are so right!
- ...why don't you look where you are going?

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

Parking Lot – Target Language Use

- How do you keep students from talking to each other in English?
- What do you think is the appropriate percentage of time in the target language when you only see the students once a week?
- What about google translate – how much should be allowed when having students create with the language?

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11

Learning Target – Name places that are found in and near cities

Hear the conversation you want students to have. Do not teach the conversation.



- Do you want to go to Angers?
- Angers? I don't know. I like to go to the beach. Is there a beach?
- No, but there is a great castle and the beach is close to Angers.
- I prefer a town close to the beach. What about La Baule?
- Maybe, are there museums and good restaurants?
- Of course.
- OK, what about 3 days in La Baule and 3 in Angers.
- Great idea. Let's go.

Laura Temil

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6. encourage self-expression and spontaneous use of language

Hear the conversation you want students to have. Do not teach the conversation.



- Do you want to go to Angers?
- Angers? **I don't know**. I like to go to the beach. Is there a beach?
- No, but there is a great castle and the beach is close to Angers.
- I prefer a town close to the beach. **What about** La Baule?
- **Maybe**, are there museums and good restaurants?
- **Of course**.
- OK, what about 3 days in La Baule and 3 in Angers.
- **Great idea**. Let's go.

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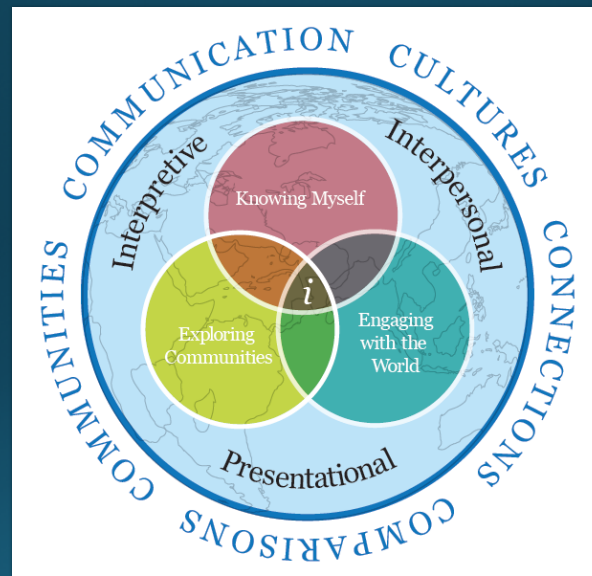
13

Vocabulary: **Imagine the conversation.....**

Describe a city	
Comment est la ville?	What is the (city)like?
Elle est/ La ville est...	It is....
Grande, petite, moyenne	Big, small, medium sized
Y a-t-il....	Is there....? Are there....?
Il y a.... Il n'y a pas de....	There is/There isn't.....
Il y a un fleuve. Il n'y a pas de fleuve.	a river.
un château, pas de château	a chateau.
une école, pas d'école	school.
un café, pas de café	cafe.
un restaurant, pas de restaurant	restaurant.

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In Search of the Coquí EQ: Why do we explore?



Laura Temil



¿Hay flores que curan el cáncer?

¿A dónde van los científicos en busca de remedios?

De las 3,000 plantas que se sabe tienen propiedades que combaten el cáncer el 70% son especies de bosques pluviales. La "playera" ha ayudado a miles de niños con leucemia. Los científicos estudian los bosques de los trópicos, incluyendo los de Puerto Rico, con la esperanza de descubrir nuevas plantas milagrosas.

16

Student Can-do Statements

I can	Yes	With some help	Not yet
identify where rainforests are found in the world			
identify common features found in rainforests			
say what you want/don't want to do in the rainforest			
comment on foods you eat/drink			
name and describe animals that live in the rainforest			
say why I want or don't want to visit certain places in Puerto Rico			
comment on the weather			

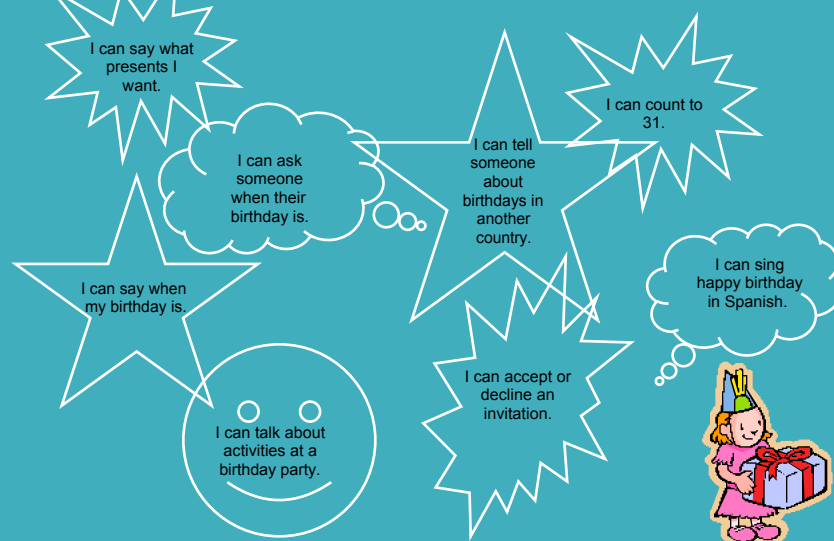
Thematic Unit: In Search of the Coqui – lauraterill.wikispaces.com

Laura Terrill

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Self-assessment

Mi cumpleaños - Grade 2



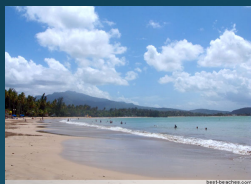
Teacher Observation Can-Do Statements

	identify where rainforests are found in the world	identify common features found in rainforests	say what you do in the rainforest	comment on foods you eat/drink	name and describe animals that live in the rainforest	say why I want or don't want to visit certain places in Puerto Rico	comment on the weather
Student 1							
Student 2							
Student 3							

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Discuss your vacation plans with your partner.



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Do you want to?

Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.



explore a cave



zipline



play in the waterfall

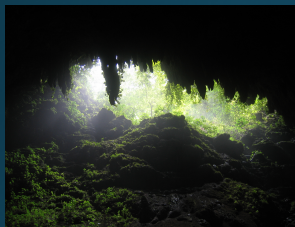
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Do you want to?

Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.



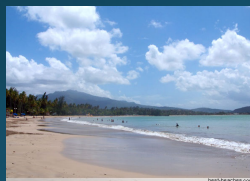
explore a cave



zipline



play in the waterfall



swim at the beach



snorkel



hike in the rainforest

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Do you want to?

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swim at the beach
Laura Temil



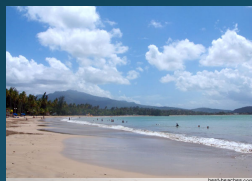
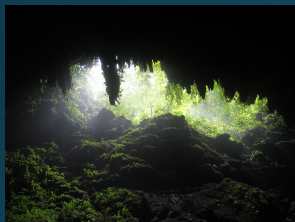
snorkel



hike in the rainforest

Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.



Laura Temil



Do you want to.....? I want/don't want...



- Do you like to (activity) in summer or winter?
- What do you prefer to do?
- What is the weather like when you (activity)?
- Are you good at (activity)? Why or why not?
- How often do you (activity)?
- Where do you (activity)?

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Conventions

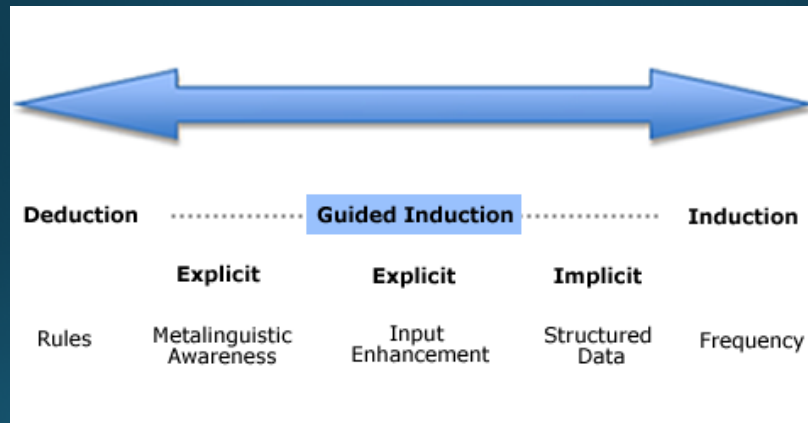
Correct use of all conventions	→	Risk-taking
Writing errors are bad, they are indicators of failure	→	Writing errors are good, they are opportunities for instruction

"It has now become conventional wisdom..... that the best way to teach conventions is by example, using texts students create."

--Culham

Laura Temil

Grammar Continuum



<http://coerll.utexas.edu/methods/modules/grammar/03/>

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Y a-t-il....? Oui, il y a **une** cathédrale à (Angers).
Non, il n'y a pas **de** stade à (Angers)



une cathédrale



un stade

*Name places in a city.
State if there is or isn't a (place).*

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Key Functions and Related Tasks



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Spiral of Key Functions

FUNCTION	NOVICE	INTERMEDIATE	ADVANCED		
Describing people, places, things, how and how well	Give a description using one or two short adjectives or adverbs	Give a basic description & make simple comparisons using frequently used adjectives and adverbs	Give more detailed descriptions including comparatives, contrasts, and superlatives	Give detailed descriptions using a variety of precise adjectives and adverbs	Give detailed descriptions using a wide variety of precise adjectives and adverbs
RELATED LANGUAGE FUNCTIONS					
Analyze Categorize Classify Clarify Compare Contrast Count Define Describe Describe physical characteristics Describe the weather	Differentiate Edit Evaluate Explain Give biographical information Give examples Identify Illustrate Infer Interpret	Label List Locate Name Paraphrase Present Rephrase Restate Rewrite Summarize			

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